

*The preservice teacher  
knows the discipline...*

*Severely Developmentally  
Disabled Education*

*(Grades K-12)*

The beginning (preservice) teacher of students who have severe developmental disabilities will demonstrate a knowledge of and/or competency in the following areas of study:

<p><b>1. Philosophical, Historical, and Legal Foundations of Special Education</b> (CR III A)</p>	<ol style="list-style-type: none"> <li>1. Historical, social, and political issues which impact the field of special education and their relationship to developments in the field; (CC1-K2; DD1-K4, S1)</li> <li>2. The roles of community and advocacy groups and their influence on developments in special education; (CC1-K2, K5; DD1-K3)</li> <li>3. Models, theories, and philosophies that provide the basis for special education practice; (CC1-K1; DD1-K2)</li> <li>4. The existence of a disability does not preclude normal academic development, cognitive development, or communication ability;</li> <li>5. Issues in definition, identification and placement procedures for individuals with disabilities; and (CC1-K3-4; DD1-K1)</li> <li>6. The legal basis and procedures including statutes, regulations, and case law which impact individuals with disabilities. (CC1-S2)</li> </ol>
<p><b>2. Characteristics of Learners</b> (CR III A, B)</p>	<ol style="list-style-type: none"> <li>1. Similarities and differences in the development of individuals with one or more disabilities; (CC2-K1, K7; DD2-K1, S1)</li> <li>2. Characteristics of normal, delayed, different, and disordered communication patterns of individuals with disabilities; (CC2-K3; DD2-K4)</li> <li>3. Components of expressive verbal and nonverbal communication that students use; (DD2-K4)</li> </ol>

The Special Education competencies have been developed to correlate with the following documents:

- Missouri's minimum requirements for Special Education certification, effective September 1, 1997, abbreviated as: CR III A, C = Certification Requirements section III (Professional Requirements), section A and C
- *What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers*, The Council for Exceptional Children, 1995, abbreviated as:  
CC1-K3-4 = Common Core of Knowledge and Essential Skills for All Beginning Special Education Teachers section 1, Knowledge statements 3 through 4  
DD1-K3, S1 = Teachers of Students with Mental Retardation and Developmental Disabilities section 1, Knowledge statement 3 and Skill statement 1



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<p><b>Characteristics of Learners</b> (continued)</p>	<ol style="list-style-type: none"> <li>4. Various cultural dimensions that impact an individual with a disability including racial/ethnic and/or disability cultures; (CC2-K5)</li> <li>5. The effect of a sensory impairment on cognitive processes;</li> <li>6. The effect of one or more disabilities on an individual's learning; and (CC2-K2)</li> <li>7. Effects of medical, psychosocial, genetic, and/or environmental conditions on the educational, cognitive, physical, social, behavioral and emotional needs of individuals with disabilities. (CC2-K6; DD2-K3, K5)</li> </ol>
<p><b>3. Assessment, Diagnosis, Evaluation, and Programming (Special Education Process*)</b> (CR III A, C)</p> <p><i>* as identified by Missouri Department of Elementary and Secondary Education</i></p>	<ol style="list-style-type: none"> <li>1. Legal and ethical concerns, regulations, and guidelines regarding compliance with the Special Education Process; (CC3-K2-3; DD3-K1)</li> <li>2. Appropriate selection, administration, modification, and interpretation of informal and formal assessment procedures and instruments; (CC3-K5, S5; DD3-K3, S2)</li> <li>3. Commonly used principles and terminology of psychometrics; (CC3-K1; DD3-K2)</li> <li>4. Strategies that consider the impact of diversity on assessment, eligibility, programming, and placement of individuals with disabilities; (CC3-K7; DD3-K3)</li> <li>5. Continuum of placement and service delivery models available for individuals with disabilities emphasizing appropriateness in meeting individual needs; (CC3-K8; DD3-K5)</li> <li>6. Methods for monitoring, recording, evaluating, and reporting performance of individuals with disabilities in the four domains (academic/vocational, domestic/self-help, recreational/leisure, community functioning); (CC3-K4, K9, S7, S11; DD3-K3, S1)</li> <li>7. Understanding of the sequence and interrelationship of each step of the Special Education Process; and (CC3-K3-4)</li> </ol>

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<b>Assessment, Diagnosis, Evaluation, and Programming</b> (continued)	8. The terminology and impact of medical, therapeutic, and educational information on assessment and programming.(CC3-K1, S3; DD3-K2)
<b>4. Instructional Content and Practice</b> (CR III A-C)	<ol style="list-style-type: none"> <li>1. Research-supported instructional practices, strategies, and materials used across the continuum of service delivery models; (CC4-K1, S2, S4; DD4-S1)</li> <li>2. Curricula for the instruction of motor, sensory, cognitive, academic, social, language, affective, and functional life skills for individuals with disabilities; (CC4-K3; DD4-K3, S1-4, S7)</li> <li>3. Life-referenced and chronological age-appropriate strategies, materials, and activities for instruction of students; (DD4-K1-3, S1-9)</li> <li>4. Effective practices to integrate academic instruction, affective education, and behavior management for individual students and groups of students with disabilities; (CC4-K1-2; DD4-K1-3, S4)</li> <li>5. Instructional practices used in teaching organization and study skills;</li> <li>6. Accessing and acquiring curricular content knowledge as needed; (CC4-K4)</li> <li>7. Task analyze instructional activities and make data based instructional decisions; (DD4-S1)</li> <li>8. Techniques and assistive devices and services for modification of educational methods, materials, curricula, and physical environments; (CC4-K5; DD4-K2, S9)</li> <li>9. Use appropriate adaptive equipment to facilitate positioning, mobility, communication, and learning for individuals; (DD4-K2, S8-9)</li> <li>10. Providing supports to students making age and grade level transitions including the transition to adult life; (DD4-K3, S1, S3)</li> </ol>



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<b>4. Instructional Content and Practice</b> <i>(continued)</i>	<ol style="list-style-type: none"> <li>11. Strategies necessary for career exploration and job/student match; (DD4-K3, S3)</li> <li>12. Strategies necessary to secure and maintain employment for students; (DD4-K3, S3)</li> <li>13. Strategies necessary to secure and maintain various living arrangements; and (DD4-K3, S3)</li> <li>14. Strategies necessary for full community participation (e.g., work, living, and recreational/leisure). (DD4-K3, S3)</li> </ol>
<b>5. Planning and Managing the Teaching and Learning Environment</b> (CR III B, C)	<ol style="list-style-type: none"> <li>1. Effective classroom management theories, methods, and techniques for individuals with disabilities incorporating research-supported practices; (CC5-K1-2; DD5-K1)</li> <li>2. Universal precautions to maintain healthy and safe environments; (CC5-S1; DD4-S8-9; DD5-S1)</li> <li>3. Appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, seating, and crisis intervention; (DD4-S8)</li> <li>4. Positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation; (DD5-S1)</li> <li>5. Medical complications and implications for student support needs, including seizure management, tube feeding, catheterization, CPR, infectious disease control, etc.;</li> <li>6. Orthotic, prosthetic, and adaptive equipment use and maintenance; (DD4-S9)</li> <li>7. Understanding when and how to access specialized resources, including funding sources; (DD5-S1-2)</li> <li>8. Strategies for using technology to enhance the teaching and learning environment; (CC5-K3; DD5-S1-2)</li> </ol>

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<p><b>Planning and Managing the Teaching and Learning Environment</b> (continued)</p>	<ol style="list-style-type: none"> <li>9. Strategies for managing time, schedules, and other associated variables for providing instruction; (CC5-S6; DD5-S1-2)</li> <li>10. Strategies for utilizing mentors and role models in programming for students with disabilities; and (CC5-S7; DD5-S1)</li> <li>11. Strategies for directing the activities of a classroom paraprofessional and others in an assisting role. (CC5-S7; DD5-S1)</li> </ol>
<p><b>6. Student Behavior and Social Interaction Skills</b> (CR III B, C)</p>	<ol style="list-style-type: none"> <li>1. Legal and ethical standards regarding behavioral support systems for individuals with disabilities; (CC6-K1-2)</li> <li>2. Pragmatic language skills needed for social, educational, and functional-living environments; (CC6-K3)</li> <li>3. Community affiliation and advocacy issues and their influence on self-advocacy; (CC6-K6, S6)</li> <li>4. Strategies for crisis prevention/intervention; and their families; (CC6-K5)</li> <li>5. Analyzes communicative intent of behavior (i.e. behaviors are messages). (CC6-K3; DD6-K1-2)</li> </ol>
<p><b>7. Communication and Collaborative Partnerships</b> (CR III A, B)</p>	<ol style="list-style-type: none"> <li>1. Strategies to promote access to information and facilities for individuals, families, school and community; (CC7-K1; DD7-K1, S1)</li> <li>2. Strategies to provide the appropriate communication access for individuals, families, school and community; (CC7-K1; DD7-K1, S1)</li> <li>3. Strategies to address concerns of families, teachers, students, and community related to individuals with disabilities; (CC7-K2; DD7-K1, S1)</li> <li>4. Strategies to work with chronically or terminally ill individuals and their families; (DD7-K1)</li> <li>5. Collaboration skills necessary to participate as an active and knowledgeable member of an educational team; (CC7-K3; DD7-S1);</li> </ol>



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<b>Communication and Collaborative Partnerships</b> <i>(continued)</i>	<ol style="list-style-type: none"> <li>6. Skills required to participate as an active and knowledgeable member of a multi-disciplinary team; (CC7-K3; DD7-K1)</li> <li>7. Roles, responsibilities, and expertise of individuals with disabilities, families, teachers, administrators, and ancillary and support personnel in planning and delivering an individualized program; (CC7-K4; DD7-K1, S1)</li> <li>8. Strategies for developing effective behavioral support systems within and across school and community settings; (DD7-K1, S1)</li> <li>9. Strategies to address social and emotional issues that impact individuals with disabilities and their families; (CC7-K5, S5; DD7-S1)</li> <li>10. General classroom settings, curriculum, and instructional strategies; and (CC7-S6-7)</li> <li>11. Techniques that can be used to provide and support services in general education settings. (CC7-K4)</li> </ol>
<b>8. Professional and Ethical Practices and Resources</b> (CR III A, B)	<ol style="list-style-type: none"> <li>1. Consumer organizations accessed by individuals with disabilities; (DD8-K1)</li> <li>2. Ethical practices as defined by appropriate professional learned societies; and (DD8-K1, S1)</li> <li>3. Educational reform initiatives at the state and national level.</li> </ol>